

TEACHING PEDAGOGY UNDER NEP 2020

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ABSTRACT

The Indian Higher Education Institutes (HEIs) will need to make significant changes to the education system that they inherited from the British over a century and a half ago in order for them to be able to meet the goals of the National Education Policy (NEP) 2020. These changes are necessary in order for the Indian government to be able to implement the National Education Policy (NEP) 2020. According to the National Education Policy (NEP), India's higher education system has to place a greater emphasis on the use of innovative teaching strategies and realistic evaluation methods. It is essential to ensure that the teaching team is comprised of persons who are competent, motivated, and determined. In order to conduct an accurate evaluation of the level of outcome-based learning that has taken place, it is necessary to make sure that students are actively participating in the lessons they are taking, and to use efficient evaluation methods. The current educational system and its teachers share some of the blame for the rise in violent crime and overall criminal activity. More crimes are being committed by educated and intellectual people than by stupid and foolish people. They are able to come up with additional excuses to cover their transgressions and shortcomings. The responsibility for this predicament is with the instructor. In a similar vein, generosity is the repository of education; nevertheless, it has come to light in recent years that the noxious seeds of jealousy are being developed in today's youth as a direct result of student life itself. The effect of this can be seen to a large extent across all societal systems. The stress, conflict, and disintegration that is occurring in family and social life today is also contributed in large part by narcissism as well as jealousy. As a result of this, personality clashes are also becoming more common.

Keywords: *Teaching, Pedagogy, NEP 2020*

INTRODUCTION

Education is essential to reaching one's full potential, developing a society that is just and equitable, and achieving progress at the national level. To ensure that all people have access to education of a high standard is the most important factor in ensuring economic growth, social fairness and equality, scientific advancement, national integration, and cultural preservation, as well as India's continued ascent, progress, and leadership role on the international stage. India will have the greatest youth population in the world over the next ten years, and our ability to provide them with access to top-notch educational opportunities will determine the fate of our nation.

The distribution of information is undergoing a rapid sea change all across the planet. There is a possibility that many occupations requiring modest levels of competence will be automated as a result of big data, machine learning, and artificial intelligence. In the meanwhile, there will be a significant increase in the demand for skilled labor, notably in subjects such as mathematics, computer science, and data science, as well as for Tran

disciplinary capabilities in fields such as the humanities, social sciences, and sciences. As a result of climate change and the rapid depletion of natural resources, the demands that the world places on its energy, water, and sanitation systems will shift considerably. Because of this, there will be an increased demand for highly trained specialists, particularly in the domains of biology, chemistry, physics, and climate science. As India continues on its path toward becoming a developed nation and one of the three largest economies in the world, there will be an increased demand for humanities and artistic expression to keep up with the country's expanding population.

The fast transforming characteristics of both the global ecology and the labor force make it more important than ever before for children to acquire the skills necessary to study. As a result, the focus of education should move away from imparting specific knowledge and instead center on instructing students on how to think critically, how to solve problems, how to be creative and multidisciplinary, as well as how to innovate, adapt, and take in new information in subject areas that are still developing. Despite the fact that there are times and places for memorization, the educational system needs to evolve in order to become more experiential, holistic, integrated, learner-centered, discussion-based, adaptive, and most importantly, fun. In addition to subjects like science and mathematics, the curriculum should also include topics like fundamental arts and crafts, humanities, games, sports and fitness, languages, literature, culture, and values. This will allow students' brains to develop in all of their many facets, which will in turn make the educational experience more comprehensive, applicable, and satisfying for the learner. Education is essential because it allows for the formation of one's character, the acquisition of the capacities of being morally upright, logical, sympathetic, and compassionate, as well as the preparation for work that is gratifying.

NEP reforms

According to NEP 2020, the Gross Enrollment Ratio (GER) in higher education, which also encompasses vocational education, is supposed to increase from its current level of 26.3% to 50% by the year 2035. Added capacity of 3.5 billion students would be made available to institutions of higher education. Quality Teacher Education (QTE), Quality in Teaching (Q-in-T), and Quality Assurance (QA) are the three pillars that support NEP 2020's mission to ensure that students are continually gaining new knowledge. It has been developed with the expectations of the public in mind, since the economy and society have made it necessary to acquire new skills on a regular basis owing to the desire for knowledge. This has prompted the development of the program.

The National Education Policy Act of 2020 (NEP 2020) has as its primary objective the provision of equal access to the very best educational opportunities for all pupils. The National Professional Standards for Teachers (NPST) detail this information in greater detail. Because of NPST, it is certain that each and every child, regardless of their educational level, will be instructed by educators who are passionate, self-driven, highly qualified, professionally educated, and well-equipped. The National Professional Standards for Teachers (NPST) outlines not only the lengths of service for teachers but also the procedures for their appointment, transfer, and evaluation. These are all important aspects of the teaching profession. In addition, NPST details the academic qualifications, professional abilities, and non-teaching responsibilities that must be met in order to guarantee a high level of teaching quality in schools.

Teacher Recruitment & Employment

A teacher needs to have successfully completed the TET, demonstrated their ability to teach in a classroom setting, passed the interview, and be fluent in the local language or languages in order to be hired by either public or private schools. The NEP 2020 provides for–

- The Teacher Eligibility Tests (TETs) will henceforth be administered to instructors in all new school education stages, including foundational, preparatory, middle, and secondary levels of education.
- The results of candidates' TET and NTA examinations in the appropriate fields will also be taken into consideration in the recruiting process for subject teachers.
- NEP 2020 recommends hiring teachers for a school complex and then distributing them among the group of schools in order to address the teacher shortage in the areas of music, dance, art, and craft as well as for counselors, coaches, vocational education trainers, classical language teachers, social workers, and technical and maintenance staff. This would address the shortage of teachers in all of these areas.
- The NEP 2020 encourages school complexes to hire local eminent persons or experts as "master instructors" in various subjects, such as traditional local arts, vocational crafts, entrepreneurship, agriculture, and other related topics, in order to meet the demand on teachers to teach the newly introduced classical languages and vocational and skill subjects. This is done in order to meet the demand on teachers to teach the newly introduced classical languages and vocational and skill subjects.

Teaching Career & Professionalism

The National Education Policy Framework (NEP 2020) addresses the issue of developing performance standards for educators. These standards will explicitly describe the purpose of the educator at various levels of expertise/stage as well as the competencies that are necessary for that stage.

- By the year 2022, a set of National Professional Standards for Teachers (NPST) will have been developed, which will govern every aspect of the career management of a teacher, including tenure, continued professional development, wage hikes, promotions, and other awards.
- In addition to this, NEP 2020 recommends the regular administration of performance evaluations as well as audits of teachers. In addition to that, these criteria for performance evaluation will be defined. This evaluation, and not seniority or length of service, will henceforth be the sole factor considered for determining who gets promotions and salary rises.
- Educators are expected to complete fifty hours of continuous professional development (CPD) each year in order to maintain their certifications and licenses in the field. Attending workshops or enrolling in online classes are both viable options for achieving this goal.
- The completion of Continuing Professional Development (CPD) programs in areas such as leadership, school administration, and competency-based learning is another requirement for principals of schools.

- In addition, the NCERT will conduct research, identify international pedagogical methodologies, and provide suggestions for their adoption into Indian pedagogical
- practices through continuing professional development (CPD)

For the purpose of ensuring that only exceptional students pursue careers in teaching - A large number of merit-based scholarships should be established across the country for students interested in pursuing quality 4-year integrated B.Ed. programs. These scholarships should be targeted toward students coming from rural areas in particular. Special merit-based scholarships will be established in rural areas, and recipients of these scholarships will be given preferential employment opportunities in their home communities after successfully completing their B.Ed. programs. These scholarships will provide local career opportunities to local students, particularly female students, so that these students can act as local role models and as highly qualified teachers who speak the local language. In addition, these students will be able to use their native language. Incentives will be provided for teachers to accept teaching employment in rural areas, particularly in areas that are currently confronting an acute shortage of quality teachers. These places are especially in need of teachers. The supply of local housing in close proximity to or on the grounds of the school itself, or an increase in housing allowances, will be an important part of the incentive package for teaching in rural schools.

The purpose of strengthening Teacher Eligibility Tests (TETs) is to incorporate improved exam material in terms of both methodology and content - In addition to this, the TETs will now consist of educators working at all four levels of the educational system (foundational, preparatory, middle, and secondary). The results of relevant TET or NTA examinations in the relevant subject areas will also be taken into consideration when appointing topic teachers. In order to evaluate potential candidates' zeal and interest in the teaching profession, schools and complexes of schools would likely incorporate a classroom demonstration or interview as an essential part of the hiring process for new teachers. These interviews will also be used to evaluate the level of comfort and proficiency that the teachers have when it comes to instructing in the native tongue of the students in order to make certain that each and every school or school complex has at least a few instructors who are fluent in both the local language and other commonly spoken home languages by the students. The Teacher Education Test (TET), a demonstration or interview, and fluency in the native language are some of the requirements that must be fulfilled by teachers working in private schools.

The educational system will provide teachers with continuing opportunity to learn about the most recent innovations in their fields and to improve themselves- These will be made available in a variety of formats, such as online teacher development courses and workshops in local, state, national, and international contexts, amongst other possibilities. The creation of platforms, particularly online platforms, will allow for the free exchange of ideas and information regarding the most effective teaching methods. Every educator will be expected to participate in at least fifty hours of Continuing Professional Development (CPD) each year, with the goal of furthering their own professional development and being driven by their own personal passions and interests. CPD opportunities will provide an in-depth discussion of a variety of pedagogies, including but not limited to: competency-based learning; formative and adaptive evaluation of learning outcomes; experiential learning; arts-integrated; sports-integrated; and storytelling-based approaches.

New Education Policy 2020 Key Benefits

The National Education Policy 2020 (NEP 2020) is an important step toward reaching the following national learning outcomes, as well as recognizing and identifying the skills that are exclusive to each kid:

- Recognize the importance of the teachers and other staff members as the foundation of the learning process.
- requires consideration of the local environment and variety in all aspects of education, the curriculum, and policy
- putting equity and inclusivity at the forefront of each and every decision
- Participation in the community
- Utilization of technology for the sake of teaching and learning
- ensuring that each and every kid has a solid foundation in reading and mathematics by

The Shifting Functions of Teacher Education and Professional Educators

- The function of teachers and the education of future teachers have to evolve in concert with our expanding knowledge of the conditions under which children thrive in their educational settings. In the past, students relied heavily on their teachers as their major resource for information. But as we now know, the most efficient way for pupils to learn is for them to actively participate in the educational process that they are enrolled in. Now more than ever, it is the responsibility of teachers to act in the capacity of facilitators, guiding students toward the independent discovery and comprehension of novel concepts.
- In light of this change, teachers now need to hold a new set of abilities in order to do their jobs effectively. They are required to not only be knowledgeable in the subject matter but also have the ability to think critically. The ability to think critically means having the ability to thoroughly reflect on a problem or question and come up with innovative solutions. It is essential for educators to possess this skill because it helps them to encourage critical thinking in their students regarding the content that they are studying.
- Teacher education programs need to adapt to this new reality in order to appropriately prepare future educators for the shifting responsibilities that will fall under their purview. It is of the utmost importance to provide aspiring teachers with the opportunity to enhance their critical thinking skills. After that point, they will be in a position to provide their children with the best education that is now available to them.

The Role of the State in the Revision of Educational Programs and Pedagogical Practices:

- 1) **Keeping an Eye on Things While Putting Policies Into Action:** The government is absolutely necessary when it comes to carrying out and supervising the implementation of curricular and pedagogical reforms. It should ensure that educational institutions and schools adhere to the suggestions

presented in NEP 2020, offer financing for capacity building and training, and carry out frequent evaluations of the effectiveness of the changes.

2) Education for Teachers and Opportunities for Professional Development: For the purpose of equipping educators with the knowledge and skills necessary for effective implementation of the revised curriculum, the government ought to give funding for comprehensive programs that are aimed at teacher training. Opportunities for professional development can give teachers the ability to adapt their pedagogical practices, make better use of available technologies, and better meet the needs of a diverse spectrum of pupils.

3) The Involvement of Participants: The government should actively connect with a wide variety of stakeholders, including educators, parents, students, and professionals working in the field of education, in order to gain input and opinions on curricular and pedagogical reforms. This will allow the government to obtain input and viewpoints. It is possible to make better judgments by working together and having an honest conversation, which may also assist ensure that the adjustments made take into consideration the requirements and objectives of all parties concerned.

OBJECTIVES

- 1) To conduct study into the ways in which teacher educators are adapting in response to NEP2020.
- 2) To study whether or whether educators can benefit from NEP2020's initiatives.

Innovative Educational Procedures:

The application of novel, forward-thinking practices is what the adjective "innovative" refers to in this context. When talking about "innovative pedagogical approaches," this can be understood to mean those approaches that use appropriate means (tools) and methods (ways) in novel, creative ways, and in a variety of combinations to enhance the effectiveness of the teaching-learning process. This is accomplished by assisting students in achieving the desired learning outcomes, building their problem-solving, teamwork, reflective thinking, and other skills, and developing their ability to be creative, adjust to change, and m The learning, attitudes, and behaviors of students are all improved when innovative pedagogical techniques are used in the classroom. They are able to ensure that each and every student satisfies the learning objectives of the program or course and demonstrates the characteristics that are required of graduates. According to paragraph 13.4 of the NEP 2020, educators are permitted to make use of innovative pedagogies in order to increase the likelihood that their students will become educators who are imaginative and motivated. Constructivism, social constructivism, liberationist, and behaviorist teaching methods are the four primary schools of thought in the field of education.

1) The theory of behaviorism: The behaviorist philosophy underpins the instruction model that prioritizes the classroom instructor. It encourages the use of direct instruction and lecture-based lessons in a curriculum in which each subject is taught independently (topic-based learning). In these types of lessons, the teacher has the exclusive authority to lead the lesson and the knowledge that is being presented to the students. It is predicted that a behaviorist pedagogical method will base its lesson plans on lecturing, choral repetition, rote learning, modeling and example, and other forms of memorization

by rote. The teacher is in responsibility of ensuring that all of these "visible," planned, and directed activities go off without a hitch. When the student takes charge of the activity and demonstrates what they have learned, there may be a shift in the focus of the lesson. The term "traditional teaching method" can also be used to refer to behaviorism.

2) **Constructivism:** The philosophy of constructivism bases education on the utilization of experiences and reflections as methods of instruction. Because it focuses on the child as the primary agent of learning, constructivist pedagogy is sometimes referred to as the "invisible pedagogy." In addition to working on projects and engaging in inquiry-based education, a constructivist approach might implement a Montessori or Steiner method. Lessons based on the constructivism theory encourage a more leisurely pace of learning, the concealment of learning outcomes, the use of outside support from experts, and less participation from the instructor in class discussions. Individualization is one of the characteristics of these lessons. Using this method, you may also place an emphasis on spending time outside and having interactions with natural elements. The term "progressive approach" refers to another moniker for constructivism in the field of education.

3) **Constructivism in Society:** The pedagogy of social constructivism could combine two distinct focuses: student-centered learning and teacher-led instruction. The instructor incorporates components of group work, such as having smaller group sizes and limited topics for students to choose from. In addition to this, the instructor might also make use of modeling by the instructor, questioning, and a combination of individual, pair, and whole-class training.

4) **Liberalization:** A liberationist approach, which places an emphasis on the importance of the student's voice, is utilized in the classroom in order to bring democracy into the learning environment. The topics are investigated by the class as a whole, with the teacher acting in the capacity of a member of the group. A teacher could illustrate a point with examples from works of literature that make use of unorthodox constructions, such as hip-hop or graffiti. Students take on the role of the teacher and decide what topic will be covered in the class. They then demonstrate what they've learned through a performance art such as acting, speaking, or dancing. Therefore, the teacher allows the students the space and opportunities necessary to learn on their own.

The pedagogy of "gratitude" is another one that needs to be encouraged and developed. There are two components to the emotion of gratitude: first, acknowledging what others have or get, and second, deliberately desiring to give something back in return. Students' connections with teachers and other students, as well as their awareness of their learning environment, comprehension, and capacity to focus on their academics, can all benefit from the act of practicing gratitude in a school setting. One helpful strategy for including thankfulness as a methodology is to ask teachers and students to evaluate their attitudes before and throughout the activities that are meant to foster learning and teaching. A more in-depth reflection can be helpful in determining whether or not one harbors any adverse views about particular educational activities or topics. Following the completion of the analysis, these will be replaced by aspects of thanksgiving.² Keeping a diary of things for which you are grateful is another method that is recommended to boost teaching and learning. Both instructors and pupils can benefit from maintaining personal notebooks in which they reflect on three parts of their teaching or learning that went particularly well each day or each week. Both students and teachers would appreciate having the time and opportunity to value the lessons learned, the instructors, and the individuals who were engaged in the process. This would ensure that the process is cherished by all parties involved. It is believed that these pedagogies will have an effect on the way that educational practices advance in the future and will open up chances for both teachers and their pupils.

CONCLUSION

According to the National Education Policy 2020 (NEP 2020), the reorganization of curricula and teaching methods should take precedence in Indian educational systems. These alterations foster inclusiveness, critical thought, and the productive use of information. By implementing these changes, schools will be able to better prepare students for challenges they will encounter in the real world and inspire them to continue their education throughout their lives. The potential benefits much outweigh the challenges, and the cooperation of stakeholders is critical to achieving successful implementation. In the end, reforming curricula and teaching methods will result in an educational system that encourages students' creative endeavors and provides them with the resources necessary to build a brighter future for them.

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